



OPEN SOCIETY INSTITUTE  
 EU MONITORING AND ADVOCACY PROGRAM  
 EDUCATION SUPPORT PROGRAM  
 ROMA PARTICIPATION PROGRAM

# Advocating for Democratic Practices in Early Childhood Education

## *ISSA Conference 2008*



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ring Reports

2007

CROATIA  
 MACEDONIA  
 MONTENEGRO  
 SERBIA



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# Equal Access to Quality Education for Roma

*Volume 2*

CROATIA  
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SERBIA

Monitoring Reports

2007



# Introduction

**EUMAP monitored equal access to quality education for Roma from 2005-2007.**

**An essential conclusion of this monitoring: the measures needed to improve education for Roma would not benefit Roma only; initiatives such as improved teacher training, expanded access to preschool, or enriched course material will clearly make all students better off.**

**Stereotypes, misinformation and poor communication between Roma communities and majority society are perhaps the most serious obstacles to attaining true equality in access to quality education.**

**A real shift in attitude is needed from all involved to move forward.**





# Scope





# What did we monitor?

## 2. BASIC EDUCATION INDICATORS

- 2.1 *Enrolment data and trends*
- 2.2 *Retention and completion*
- 2.3 *Types and extent of segregation*

Mostly  
Quantifiable

## 3. GOVERNMENT EDUCATIONAL POLICIES AND PROGRAMMES

- 3.1 *Government Policy Documents*
- 3.2 *Government Education Policies*
- 3.3 *Desegregation*
- 3.4 *Roma Teaching Assistants / School Mediators*
- 3.5 *Romanes Teachers*
- 3.6 *Educational Materials and Curriculum Policy*
- 3.7 *Teacher Training and Support*
- 3.8 *Discrimination Monitoring Mechanisms*

Mostly  
descriptive

## 4. CONSTRAINTS/BARRIERS IN ACCESS TO EDUCATION

- 4.1 *Structural constraints*
- 4.2 *Legal and administrative requirements*
- 4.3 *Costs*
- 4.4 *Residential segregation/Geographic isolation*
- 4.5 *School and class placement procedures*
- 4.6 *Language*

Mostly  
descriptive

## 5. QUALITY OF EDUCATION

- 5.1 *School Facilities and Human Resources*
- 5.2 *School Results*
- 5.3 *Curricular Standards*
- 5.4 *School-Community Relations*
- 5.5 *School Inspections*

Mostly  
Quantifiable



# Data Caveats

- Data is not disaggregated
- Variations of data and statistics from different sources
- Comparability not possible between countries  
Except in rare occasions WHY?
- Official data: underestimate the Roma in all ways
  - Roma are not registered
  - Roma settlements are not legalized
  - Roma hesitate to express their ethnic background
  - Roma present themselves as members of neighboring ethnic groups to avoid stereotypes and discrimination



# Shocking Indicators

## Enrollment in Bulgaria:

### Kindergarten

35% Roma / 16% Turkish NOT attended pre-school

6.8% Bulgarian

### Primary school (grades 1-8)

60% of Roma attend

90% of majority population

## Other data:

### low participation in preschool education:

under 7% in Serbia, 20% in Romania, 20% less than majority in Hungary, 35% in Bulgaria

15% in Bulgaria and Romania **never enroll in the education system**  
up to 25% in Serbia (i.e. in one study case location)

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# Shocking Indicators

## Attendance in Hungary (secondary education):

15.6 - 22.1% Roma continue  
34.7 – 53.2% of majority children

No Roma students were admitted to grammar or vocational secondary schools at all from 40 per cent of surveyed primary schools in 2003.

## Attainment in Romania:

34.2% of Roma had no education at all –  
5.5% of Romanians

.16% of Roma had attained higher education  
7% of the general population

## Segregation in Serbia:

Roma may make up 50–80% of children in special schools for children with intellectual disabilities and in special classes of mainstream schools; in Belgrade, the proportion is as high as 80–85%.



# What does the monitoring tell us?

**Segregation** in separate schools or classes is a widespread problem across countries

High percentage **never enroll in the education system**

**low participation in preschool education**

Very **low transition to secondary education**

Consistently **high drop-out rates**

**Low number of total years spent in the education system**

**Teachers** working with Roma students rarely have adequate formal training to enable them to meet the needs of a diverse classroom

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# 10 Hurdles to Overcome

1. A lack of reliable, comprehensive, and comparable data, both across the region and within each country, is a serious obstacle to developing suitable policies and tracking progress
2. Governments' policies and programmes are neither sufficient nor implemented
3. Racism, prejudice and discrimination are not seriously addressed
4. Several Governments do not recognise or address the segregation of Roma in education, which is present in all the countries monitored.
5. Preschool is key to integrate all Roma children into schools, yet too few Roma children have access to preschools.

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# 10 Hurdles to Overcome

6. The impact of poverty and bureaucracy on Roma education needs to be neutralized

7. Classroom practice and pedagogy need to change

8. Schools should get closer to Roma communities and parents

9. Language issues need addressing

10. Non multicultural curricula are tools for exclusion

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# WAYS EUMAP DOES ADVOCACY

- √ Roundtable discussions on draft reports (involvement of professional community and government)
- √ Launch of the report with invited media attention
- √ Press releases in national and international media
- √ Major distribution of the reports, both written and electronic versions, to a vast array of professional networks
- √ Presentations of report findings on the international level: EU fora in Brussels, Council of Europe conferences, other international organization meetings, OECD, etc.
- √ Presentation of the findings at professional conferences (ISSA!)
- √ Granting to local Roma and non-Roma NGOs to promote the findings of the report (national and local levels)
- √ Using the data from the reports to support lobbying efforts at the international, national and local levels.



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# QUALITY EDUCATION

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[www.eumap.org](http://www.eumap.org)

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